

DOCUMENT RESUME

ED 063 252

SP 005 681

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TITLE Graduate Program for Specialists in Early Childhood Education.
INSTITUTION New Hampshire Univ., Durham.
PUB DATE 23 Nov 71
NOTE 21p.

EDRS PRICE MF-\$0.65 HC-\$3.29
DESCRIPTORS *Early Childhood Education; *Educational Programs; *Graduate Study; *Teacher Education; *Teacher Programs

ABSTRACT

The University of New Hampshire Department of Education with federal support began in 1969 a tripartite graduate program for the preparation of early childhood specialists. Both experienced and beginning teachers may earn a masters degree while demonstrating theory in the classroom. After a summer of child study, graduate students in teams of two design, create, and staff a multi-age learning center in a cooperating school district. Individually, they return to campus one week per month for independent study, related course work, and seminars. Local school districts provide children, classroom space, instructional materials, and a paid aide. State Department of Education personnel provide resource visits to the learning centers, help to identify potential center sites, meet with the advisory committee, and take part in the project's international field trips. The program helps the student to deal with young children and to develop early childhood specialist competencies through provision of educational experiences for local teachers, parent groups, and undergraduate students; production of a monthly newsletter written by students; and the planning and execution of the annual early childhood conference in which they provide the program of slides, films, video tapes, panel discussions, talks, and displays. Appendixes include documents supporting and illustrating the program. (Author/MJM)

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GRADUATE PROGRAM FOR SPECIALISTS
IN
EARLY CHILDHOOD EDUCATION

SP 005681

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November 23, 1971



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Part I
Summary

GRADUATE PROGRAM FOR SPECIALISTS IN EARLY CHILDHOOD EDUCATION

The University of New Hampshire Department of Education with federal support under the Education Professions Development Act began in 1969 a tri-partite graduate program for the preparation of Early Childhood Specialists. This is a full-year program in which both experienced and beginning teachers may earn a Masters Degree while actually demonstrating theory in the classroom world of children. After a summer devoted to child study, graduate students, in teams of two, design, create and staff a multi-age Learning Center in a cooperating school district. Individually they return to campus one week per month for independent study, related course work and seminars.

Local school districts provide children, classroom space, instructional materials and a paid aide for which they receive a team of Early Childhood teacher-specialists, affiliation with an exciting and innovative project, staff development workshops and intervisitation and field trip opportunities.

State Department of Education personnel provide resource visits to the Learning Centers, help to identify potential Learning Center sites, meet with the Advisory Committee and take part in the project's international field trips (Canada and England).

Students in the program, in addition to working with young children, develop Early Childhood specialist competencies through: their provision of educational experiences for local teachers, parent groups and undergraduate students; their production of a monthly newsletter for which they do all the writing; and the planning and execution of the annual Early Childhood Conference in which they provide the program of slides, films, videotapes, panel discussions, talks and displays.

Part II

GRADUATE PROGRAM FOR SPECIALISTS IN EARLY CHILDHOOD EDUCATION

I. Description

General Introduction

A northern New England tri-state project for the preparation of Early Childhood Specialists got underway in 1969 with federal assistance under the Education Professions Development Act. The program is a tri-partite cooperative endeavor of the University's Department of Education, the State Departments of Education of Maine, New Hampshire and Vermont and local school districts in those three states.

Currently, in its third year, the program is preparing Early Childhood resource specialists capable of serving in a variety of roles; as master teachers or team leaders, local supervisors of Early Childhood programs, in-service teacher educators, college level instructors in Early Childhood, or as catalysts for significant and positive change in early education.

The program is characterized by its extensive Early Childhood practicum component as central with pre-summer courses as preparation; and with academic year mini-courses and workshops as complementary to, supportive of, and extensions from the practicum. It is significant that graduate students are themselves experiencing a program similar in design to that which they in turn have created for

young children with emphasis upon personalized learning, field experiences, personal decision making, interactive encounters with people, peer learning and the use of the instructor as resource person and consultant.

The program is also characterized by its emphasis upon dissemination of information about Early Childhood through regular in-service efforts of its participants at both the local school district and University levels, the publication of a monthly Early Childhood newsletter, the presentation of an annual Early Childhood Conference, and the continuous development and use of the Early Childhood Resource Center on the University campus.

Program Components

Approximately twenty full-time graduates per year come to campus during the summer for an intensive nine-week practicum experience of child study.

In September, in teams of two, participants design and set up an Early Childhood Learning Center in a cooperating local school district. Learning Centers are classrooms which serve a multi-age group (5, 6, 7 year olds or 6, 7, 8 year olds) of children and attempts to provide

personalized learning
concrete experience and
an integrated curriculum

with opportunity for pursuit of interest, individual choice, personal decision making and the development of responsibility for one's own learning.

The team of participants with the help of a local aide staff this Learning Center for the entire school year.

Participants alternate in returning to campus for full-time weeks of study which for each individual occur approximately once per month or for eight full weeks during the academic year. During these weeks they pursue workshops, mini-courses and seminars to give them competencies in:

1. personalized learning
2. mathematical thinking
3. the language experience approach to reading
4. art, music and movement expression
5. science in the environment
6. understanding tests and measurements
7. using media in learning experiences
8. supervision or creating lasting change at the local school level
9. the sociology of education
10. child psychology
11. philosophy of education

During the year participants engage also in a number of other relevant experiences:

1. They send to the project office a weekly letter of analysis concerning their own Learning Center.
2. They provide in-service for the local school district where the Learning Center is housed, whenever requested to do so (teacher groups, parent groups, community organizations, A.A.U.P., Delta Kappa Gamma, Pi Lambda Theta, to name a few).

3. They write classroom experiences regularly for the Early Childhood newsletter doing reports of experiences, film reviews, book reviews, suggestions for other teachers, etc.
4. They do two independent studies per year which culminate either in a paper to be shared at the annual conference or as a significant contribution to the future development of the Early Childhood Program itself (setting up an Early Childhood test file - collecting instruments for analysis of open education).
5. They are videotaped three times in the course of the year and analyze own tapes prior to their being sent away for outside analysis.
6. They make a personal contribution to the annual Early Childhood Conference through speaking, showing tapes, developing original slide presentations, serving on panels, preparing displays, etc.
7. They meet regularly in a series of general Saturday sessions of all of the local advisory committees. Project personnel and associated State Department of Education personnel and local aides meet with this group also.

The Early Childhood Program culminates with an annual tri-state Early Childhood Conference, some of the purposes of which are to:

1. Provide a forum for participants to present their beliefs about Early Childhood Education
2. Discuss the kinds of learning experiences that took place in the multi-age Learning Centers
3. Relate the observable evidences of children's thinking in relation to developmental growth
4. Assess the viability of differentiated staff in the Early Childhood Learning Centers
5. Disseminate information about a unique teacher preparation program--one which has focused upon a setting and pedagogy particularly appropriate for the young child

6. Utilize a variety of educational media to tell the "Early Childhood Story"
7. Share experiences in Early Childhood Education observed both within this country and also, in Canada and England
8. Display original teacher materials and those creative products of children which were produced in the Learning Centers

The Early Childhood graduate program described above is based upon three premises:

1. Early Childhood teachers who wish to change their teaching behavior cannot learn to do so in college classes in which they are the passive recipients of information disseminated through the lecture method of teaching.
2. Early Childhood teachers who wish to gain significant insights about young children's physical development, social functioning and mental growth stages cannot learn this in a testbook world apart from real children.
3. Early Childhood teachers who wish to gain from published research studies cannot truly do so unless they can accept that they too are researchers (action researchers in their own classrooms) and therefore, themselves creators of "new knowledge" about children gained through their personal observations and collection of data.

Therefore, this program proposes to prepare the Early Childhood Consultants in a program where real experience with children is central with the course components, after the initial summer, being those which complement, support, analyze and extend the actual experience with children.

Briefly stated the program for Early Childhood Consultants is similar in design to the program for children themselves in that:

1. it provides real experience with college professors serving mainly as consultants to participants (through Learning Centers in schools)

2. it encourages uniqueness and the following of personal interests (through independent study)
3. it encourages field experience as a means of learning (visits to Follow-Through models, Toronto Schools, schools in England)
4. it creates encounters with a variety of people as part of the learning experience (through aides, parents, other teachers, school administrators, State Department of Education personnel, college professors)
5. it encourages personal development of teaching style (through videotape analysis)
6. it encourages decision-making skills (through having to design classroom and create learning environment)
7. it develops competencies in communication with others (through meetings and writings)
8. it develops competencies in dissemination of information (through newsletter and annual conference)
9. it develops familiarity with Early Childhood materials and encourages extension and development of those materials (through use of and contribution to the Early Childhood Materials Center)
10. it encourages personal growth in background depth (through constant study of books, articles, and research studies)
11. it is an experience which is evocative in nature rather than prescriptive (prefers educational encounters to specific behavioral goals)

II. Development and Growth

Learning Centers

The program began with five Early Childhood Learning Centers, all close to the University campus, located in Dover, Newmarket, Portsmouth (2) and Somersworth.

In its second year the Dover, Somersworth and one of the Portsmouth Centers were continued; Newmarket was discontinued and one Portsmouth school simply did not have space. This year two new centers known as satellites (quite some distance from the University campus) were opened in Greenville, New Hampshire in the west central part of the state and Groveton, New Hampshire in the northern or White Mountain region of the state. These two satellite centers became the particular responsibility of New Hampshire State Department of Education personnel while University personnel continued to provide resource visits to Dover, Somersworth and Portsmouth. The number of Learning Centers remained the same, the regional scope was enlarged.

In the third year Portsmouth's Center was discontinued because the space was required in order to provide classes for the handicapped. Dover and Somersworth continued their Learning Centers for a third year, Groveton and Greenville continued their satellite centers for the second year and Greenville opened an additional center. Derry and Manchester, New Hampshire opened new centers, both some distance from the campus, and each of one center was opened in ^Athe neighboring states of Maine and Vermont located at York, Maine and Waterford, Vermont. Nine Learning Centers were operating by the third year of the project with State Education Department personnel in Maine, New Hampshire and Vermont all sharing in the responsibility for resource visits to Learning Centers.

Field Trips

In the first year of the project trips were made to a New Hampshire Follow-Through model, to Massachusetts and to Toronto, Ontario, Canada.

In the second year another trip was made to Toronto and a three-week experience in British Infant Schools became a reality as students went to the West Riding of Yorkshire. Several undergraduate majors in Elementary Education accompanied the graduate students to England.

In this, our third year, the trip to Toronto has continued, and the trip to England is being arranged for graduate students and undergraduate seniors to visit schools for three weeks in Oxfordshire, Nottingham and the West Riding of Yorkshire.

Advisory Committee

In the first year of the program no local advisory committee was in existence.

In the second year of the program a local advisory committee was created in each school district having an Early Childhood Learning Center. Each advisory committee was comprised of a school administrator, a key classroom teacher, a specialist teacher (reading, music, counselor, etc.) and a parent, with the expectancy that such a committee would, for the Early Childhood Learning Center, create local awareness, understanding, support and climate for change. The committee met five times on the University campus to share ideas and suggestions.

In the third year the designated composition of local advisory committees remains the same, the total committee is, of course, much larger with nine Learning Centers in existence. The committee has been charged with the development of an evaluative instrument to determine local understanding, and support of the Learning Center concept and to determine

whether communication and local publicity are adequate. Meetings of the advisory committee are taking place both on and off the University campus for greater convenience to advisory committee members.

It may be observed that in three years, although the objectives of the Early Childhood program remain the same, the scope, extent and outreach of the program are increasing. This is evidenced by the increase in numbers of centers, the dispersal of centers throughout the tri-state area, the involvement of greater numbers of State Education Department personnel, the extension of the available field trips to include the British Infant Schools, and the creation of the local advisory committee in order that school administrators, key teachers and parents may become partners in the development of viable alternatives for early education.

III. Objectives

The objectives of the program as envisioned for the coming year are the following:

1. To prepare at the graduate level, Early Childhood Specialists (mainly, but not exclusively, recruited from Maine, New Hampshire and Vermont) who will become Early Childhood Resource Specialists in local school districts.
2. To provide in northern New England a graduate program in Early Childhood Education which is characterized by an emphasis upon the practicum experience coordinated with extensive course work in the academic disciplines.

3. To prepare Early Childhood Resource Specialists through a team approach in both their on-campus course experiences and their off-campus practicum experiences in order that, through living with the team concept, they may better be able to assist other teachers to move into a team approach to education.
4. To familiarize participants with pertinent and current research studies, and a broad spectrum of viewpoints relevant to Early Childhood Education as a basis for decision making in program implementation and development. Such a base of understanding may permit a more eclectic approach to Early Childhood Education as opposed to a narrow and biased adherence to a single approach.
5. To continue, in the nine communities currently participating in the project, the already established model, multi-age, materials-oriented, experience-based Early Childhood Learning Centers; environments which are in consonance with the emotional, social and developmental maturity of the children they serve and which facilitate their cognitive functioning.
6. To create additional New Hampshire centers and also a second center in each of our neighboring states of Maine and Vermont. The respective State Departments of Education will designate the target areas for location of new centers.
7. To provide the training personnel as well as quality experiences for local residents who will serve as full-time instructional aides in the Early Childhood Learning Centers.
8. To develop further an "exploratory materials" curriculum center on the University campus as a resource for all Early Childhood teachers in the northern New England tri-state area, a center to be utilized jointly for in-service work by University faculty, State Department of Education personnel and local school district Early Childhood Resource Specialists.
9. To disseminate information on materials, readings, films, workshops and significant developments in Early Childhood Education through a monthly newsletter in which the planning, production and written contributions are the responsibility of the Early Childhood program participants.

10. To hold, in the New England Center for Continuing Education, an Early Childhood Conference for the tri-state area as a means of growth and development for teachers in both private and public pre-schools, kindergartens and primaries. The execution of the conference will be the responsibility of the Early Childhood Program participants in cooperation with the Early Childhood Specialists who completed the program in 1969-1970, 1970-1971 and 1971-1972.
11. To utilize the contributions already made by state and local agencies and federally-sponsored projects in the field of Early Childhood Education in the tri-state area.
12. To provide three seminars for new Early Childhood Program participants to elicit feedback and guidance from former 1969-1970, 1970-1971 and 1971-1972 Early Childhood Program participants as a means of gaining essential information for program redirection, and as a means of maintaining continuing contact with former program participants.
13. To provide seminars for school administrators, supporting service personnel, parents and key elementary teachers in those local school districts housing Learning Centers in order to create:

awareness
understanding
support and
climate for change
14. To explore innovative ways of providing in-service assistance to local school districts and to provide increased consultative services in Early Childhood Education for those districts through the services of the program participants via staff development workshops.
15. To provide extensive reference materials for use by Early Childhood Resource Specialists in their future work with local school districts.

IV. Personnel Involved

The program has among its visiting consultants:

Dr. Celia Stendler Lavatelli
University of Illinois
Urbana, Illinois

Dr. Edward Chittenden
Research Psychologist
Educational Testing Service
Princeton, New Jersey

Mr. Leslie Horner
Senior Advisor for the
West Riding Educational Authority

Miss Laura Schissler
Principal, Huron Street Public School
Toronto, Ontario, Canada

Mrs. Cynthia Wilkie
Program Director
Lebanon Head Start Follow Through

The State Education Department Associates are:

New Hampshire

Mary Trider
Consultant, Title I, ESEA

Cynthia Mowles
Consultant, Early Childhood Education

Mark Kristoff
Consultant, Reading and English

Fernand Prevost
Consultant, Mathematics

Maine

Mollie Reynolds
Consultant, Reading, K-12

Villa Quinn
Consultant, Elementary Education

Vermont

Madge Boardman
Chief, Elementary Curriculum
Leon Bruno
Program Coordinator

University faculty members are:

Dr. Michael Andrew (Education Department, Science)
Mr. John Bardwell (Education Department, Media)
Dr. Edward Durnall (Education Department, Measurement)
Mrs. Peggy Forsyth (Psychology Department, Psychology)
Dr. Bud Khleif (Sociology Department, Sociology)
Dr. Joseph Petroski (Education Department, Supervision)
Dr. Robert Sylvester (Philosophy Department, Philosophy)

as well as

*Mrs. Mary A. Pine (full-time lecturer in Early Childhood
and instructor in reading)
*Dr. Deborah E. Stone (Director, Early Childhood Program
and instructor in mathematics)

V. Approximate Annual Budget

Faculty Salaries (12 months)	\$ 30,000
Full-time (2)	
Mini-courses (9)	
Guest Consultants (7-8)	
Project Office	7,900
Secretary	\$5,200
Office Supplies	900
Communications	500
Printing and Duplicating	700
Newsletter and Mailing	600
Instructional Supplies	4,000
Curriculum Materials for Resource Center	
Film Rentals	
Travel	2,600
Staff and Consultants	
Evaluation Costs	4,200
Videotapes	
Videotaping technician	
Outside Analysis and Return of Data	

	\$ 48,700

*vita in appendix

VI. Evaluation Procedures

In our first year no attempt was made to evaluate participant change.

In our second year arrangements were made with Dr. Ira J. Gordon, Director of the Institute for the Development of Human Resources for outside evaluation of participant change.

At the outset of the program and again at the conclusion of the program participants responded in terms of their attitudes and beliefs to the P.B.I. (Personal Beliefs Inventory) by Bob Burton Brown.

They were videotaped in their Learning Centers at three points during the year, fall, winter and spring and tapes were evaluated in terms of the T.P.O.R. (Teacher Practices Observation Record) and the R.C.S. or Reciprocal Categories System, a modification of Flanders Amidon.

Evaluation was a process measure in terms of the participant's teaching behavior and related pupil behavior.

In our third year the videotaping of participants continues and outside evaluation by the Institute for the Development of Human Resources is expected.

Data has not yet been returned from Florida although a recent telephone call indicates that this may be expected shortly. Dr. Robert Soar has requested to copy segments of the tapes for teacher-training purposes and permission from former students is currently being sought in order to respond to his request.

VII. Contributions to Teacher Education

1. Creates first graduate program in Early Childhood Education at the University of New Hampshire.
2. Demonstrates a truly cooperative venture of three parties having a real concern for Early Childhood Education - the University Department of Education, the State Departments of Education and Local School Districts.
3. Creates a linkage of three northern New England states of Maine, New Hampshire and Vermont in an early childhood effort, and open sharing of ideas, materials and dialogue among parties involved.
4. Demonstrates extensive Early Childhood practicum as central focus of graduate program in which participants design, create, and staff Early Childhood Learning Center for multi-age group of children for entire school year.
5. Offers on-campus courses which are mini-courses, workshops and seminars designed to complement, supplement, enhance and extend what goes on in the central Early Childhood practicum or Learning Center in helping participants to develop competencies as Early Childhood Specialists.
6. Provides availability of international field trips - to exemplary schools in Toronto, Ontario, Canada and to British Infant Schools for three-week work experience for both participants and undergraduate students as well.
7. Provides Early Childhood Resource Center on the University of New Hampshire campus with concrete materials, printed materials, tapes, slides, cassettes, films, reference files, and resource personnel

for use by participants, undergraduate and graduate students, in-service teachers and parents.

8. Provides practicum sites for undergraduate students who wish to prepare for teaching in a productive and involving team situation where the philosophy is one of open education.
9. Brings to the University of New Hampshire campus as resource visitors, nationally and internationally visible consultants in Early Childhood Education.
10. Provides staff development experiences for local school districts through film festivals, Saturday workshops, local classrooms offering alternatives in education, and in-service efforts of participants themselves.
11. Provides a monthly Early Childhood newsletter reporting teacher experiences, sharing ideas, and reviewing events, films, and new publications to help teachers keep in touch with exciting developments in Early Childhood.
12. Provides an annual tri-state Early Childhood Conference, attracting turn-away crowds, in which the graduate students themselves provide the complete program offerings.



APPENDICES (enclosures)

Vita

Newsletters (sample copies)

Participant Handbook

Publicity Scrapbook

Separate Sheets

Graduate Program in Early Childhood

Basic Materials for Learning Centers

Agreement

Mathematics in Early Childhood

Why - Early Childhood Learning Centers?

Twelve Premises

Paint Pots and Building Blocks

Map

Conference Programs

1971 Conference Program

1971 Conference Announcement

1970 Conference Program

Publications by Marilyn Hapgood - Early Childhood participant

Reprint from Young Children

Copy of Saturday Review of Literature for September 18, 1971, p.66

Packets

Student Papers given out at 1971 Conference

Student Papers given out at 1970 Conference